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ABSTRACT

Written for staff developers and resource personnel who work with parents, this curriculum guide is designed to develop leadership skills in migrant parents who have been elected to leadership positions in their respective Parent Advisory Committees. The booklet focuses on developing such skills as knowing how to use parliamentary procedure, setting goals and objectives, solving problems, and developing communication skills (assertiveness, resourcefulness, and independence). Included are generalizations about society, the learner, the subject matter of leadership skills, and goal statements. Affective and cognitive pretest and posttest activities (written in both English and Spanish) enable parents to demonstrate that they value leadership skills by applying them in school and conference situations and to apply their knowledge of skills for conducting a meeting. The booklet concludes with an outline of Robert's Rules of Order in both English and Spanish. (NEC)

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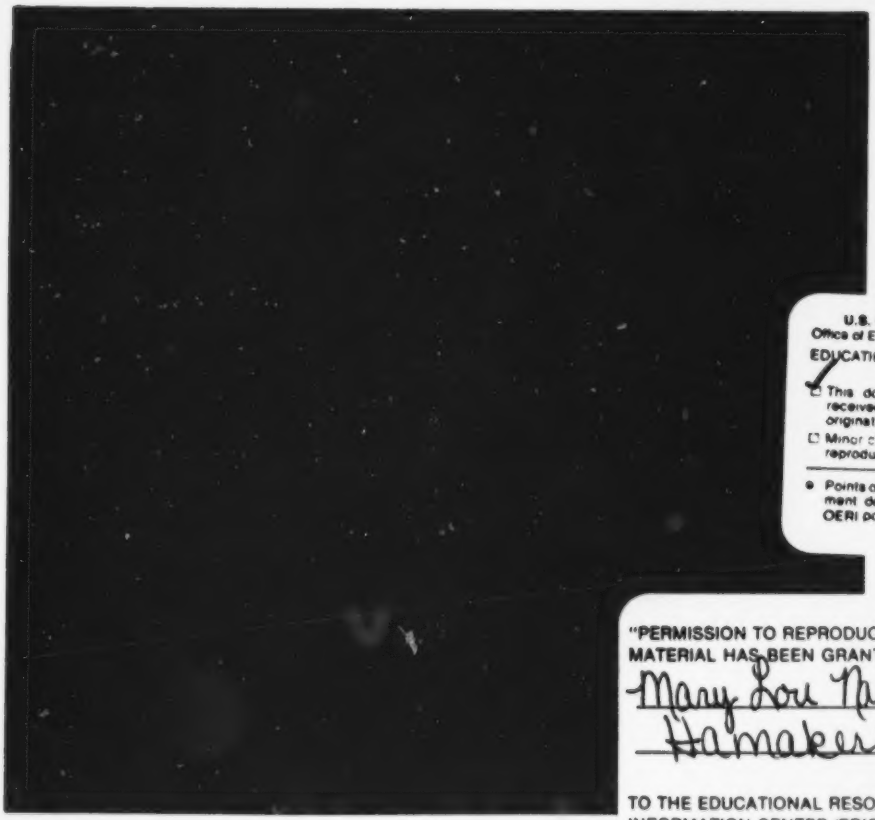
MIGRANT EDUCATION PROGRAM
REGION X

LEADERSHIP SKILLS FOR MIGRANT PARENTS



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LEADERSHIP SKILLS FOR MIGRANT PARENTS

BY MARY LOU NAVA HAMAKER

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FOREWORD

The parent curriculum in this book is meant for use by staff developers and resource personnel who work with parents. It was not written to be given out as a handout to parents without instruction, but as a capacity-building, sequential series of presentations.

Should you have any questions please feel free to call or write:

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INTRODUCTION

This curriculum is important because often migrant parents are elected to leadership positions in their respective Parent Advisory Committee with little or no formal training in leading such a group. They need to develop skills that will help them become resourceful, independent and aware. These skills can allow them to bring about positive change in their own and their child's environment and life. The acquisition of leadership skills will also affect their lives significantly in the future, allowing them the confidence to become involved in community, school, and political affairs. In turn, the parents will also become models to their children developing self-confidence in them, which will generalize to achievement in other areas. These incremental successes will bridge the gap between migrant families and the mainstream.

This gap has been closing gradually with the implementation of legislation. During the 1970s community education showed significant growth and expansion due to the Community Schools Act of 1965. Title VII ESEA gave it a higher priority with the Community Schools and Comprehensive Community Education Act of 1978. The State Department of Education recognizes that community education, among other things, promotes the sense of partnership between the school, home, and community. In Chapter I, the Amendment for migrant education includes a strong component on parent involvement and training.[1] Parent Advisory Committees are responsible for involvement in planning, implementation, and evaluation of migrant education district Parent Advisory Committees and need to develop these skills of leadership to carry out these duties more effectively.

A self-assessment by the parents indicated the areas in which they felt the greatest need for training and this curriculum project is the result of that assessment.

The curriculum that was developed from a workshop is called "Leadership Skills for Migrant Parents." Leadership skills will be defined as formal skills such as knowing how to use parliamentary procedure, setting goals and objectives, problem solving, and other communication skills such as developing assertiveness, resourcefulness, and independence.

Participants at the workshop included 50 parents elected as officers in 20 school districts' Parent Advisory Committees for migrant education. They were Hispanic, Samoan, Black, and Anglo-Saxon, the largest percentage in Los Angeles County being Hispanic.

The workshop took place in the Board Room of the Los Angeles County Office of Education. The environment was flexible with a variety of groupings possible as activities changed. There were one or two facilitators at each center. The handouts were in Spanish and Samoan. The presentation was in Spanish with English and Samoan translations.

The training activities progressed from low to high risk by going from an individual activity to a dyad and then triad activity.

The training took place in a two-day conference. Parents rotated through two centers the first day: one in the morning for two hours and one in the afternoon for two hours with lunch and breaks. The second day, they rotated through two more centers with the same time frame. The workshops ran from 8:30 in the morning to 3:30 in the afternoon.

[1]State Board of Education Policy, May 12, 1981, p. 1.

GENERALIZATIONS

The following generalizations have been made about society, the learner, and the subject matter of leadership skills as the curriculum was developed.

SOCIETY:

1. has higher socioeconomic level than the migrant family,[2]
2. has expectations that parents know what resources are available to them,
3. has expectations that parents have leadership skills,
4. believes that parents of migrant children are not interested in their child's school,[3]
5. is unfamiliar with a migrant family's lifestyle,
6. is unaware of the purpose of PAC (Parent Advisory Committee),
7. expects most parents to be able to communicate with their child's school,
8. believes most parents know how to help their children with school work,
9. has expectations that most parents value leadership,
10. is multicultural,
11. is 19.2 percent Hispanic with increasing economic and political impact,[4]
12. needs Hispanic leaders.

LEARNERS:

1. are without training in parliamentary procedure,
2. are unaware of resources available to them and their families,
3. are unaware of their power to influence school affairs,
4. are unaware that their involvement in school affairs has an influence on their child's achievement,
5. want their children to do well in school,
6. are sometimes shy, reticent and non-assertive,
7. are cooperative and helpful,
8. are in leadership positions in their PACs,
9. do not know how to set goals and objectives,
10. do not know how to help their children at home with school work,
11. do not value leadership skills.

[2]Interstate Migrant Education Task Force, May 1979, p. 18.

[3]Ibid.

[4]"The Kiplinger California Letter," October 21, 1982, p. 3.

SUBJECT MATTER - LEADERSHIP SKILLS:

1. foster positive behavior,
2. are important in running an effective meeting or group,
3. develop resourcefulness,
4. develop problem-solving skills,
5. develop assertiveness in parents,
6. are important in everyday life,
7. in parents, are needed by society in communities, politics and schools,
8. help strengthen a PAC,
9. require the ability to set goals and objectives,
10. in parents, help improve schools.

STATEMENT OF GOALS

Below is a list of skills that parent learners should acquire as a result of this workshop:

1. Students will develop a variety of leadership skills.
2. Students will develop a commitment to school involvement.
3. Students will develop goal-setting skills.
4. Students will develop problem-solving skills.
5. Students will understand how their involvement affects their child's learning.
6. Students will develop an awareness of the importance of leadership skills to an officer of a PAC.

STATEMENT OF OBJECTIVES

Objective #1: Parents will demonstrate the value leadership skills by applying them in school and conference situations. (Affective Domain).

Objective #2: Parents will apply their knowledge of skills or conducting a meeting. (Cognitive Domain)

PRETEST OF AFFECTIVE DOMAIN

OBJECTIVE #1: Parents will demonstrate they value leadership skills by applying them in school and conference situations.

Please indicate with a check how important having each of these abilities is to you.

	Not Important at All	Somewhat Important	Very Important
1. The ability to conduct a meeting			
2. The ability to speak in front of a group			
3. The ability to solve problems			
4. The ability to set goals and objectives			
5. The ability to communicate with my child's school			
6. The ability to be involved in school matters			
7. The awareness of how my child's learning is affected by my involvement			
8. The ability to find and use resources			

PARA OBJETIVO #1: Los padres demonstraran sus habilidades de liderazgo usandolas en las escuelas y conferencias.

Por favor indique con una marca de acuerdo con la importancia que tiene para usted, tener cada una de estas habilidades.

	Ningun Conoci-miento	Algo de Conoci-miento	Bastante Conoci-miento
1. La habilidad para conducir una reunión			
2. La habilidad de hablar en frente de un grupo			
3. La habilidad para resolver problemas			
4. La habilidad para fijar metas y objetivos			
5. La habilidad para communicarme con la escuela de mi niño			
6. La habilidad de estar envuelto en materiales escolares			
7. El conocimiento de como el aprendizaje de mi niño es afectado por mi envolvimiento			
8. La habilidad de encontrar y usar recursos			

(Low risk use in dyads)

ACTIVITY #1 - AFFECTIVE DOMAIN

FOR OBJECTIVE #1: Parents will demonstrate they value leadership skills by applying them in school and conference situations.

Please read silently and follow the instructions. Review the list of value clarification responses that deal with *choosing*. Review the items carefully, and then discuss the answers with your partner.

My name is _____

My job is _____

Something I would really like to do is _____

_____

Something I am really afraid of doing is _____

_____

If only I could _____

_____

If I had a magic wand that I could wave to make any three changes at (home/work/recreation)

I would _____

_____

As far as being involved in school groups I _____

_____

A behavior I would change is _____

_____

One value I would never change is _____

_____

(Para uso de bajo riesgo en pares)

ACTIVIDAD #1 - Affective Domain

OBJETIVO #1: Los padres demonstraran sus habilidades de liderazgo usandolas en las escuelas y conferencias.

Por favor lea silenciosamente las siguientes instrucciones. Revise la lista de las respuestas importantes que tienen que ver con escoger. *Revise los puntos cuidadosamente* y entonces discuta estos con su compañero.

Mi nombres es _____

Mi trabajo es _____

Algo que a mi realmente me gustaría hacer sería _____

_____

Algo que yo estoy realmente temeroso de hacer es _____

_____

Algo que yo quisiera hacer si yo pudiera sería _____

_____

Si yo tuviera una varita mágica que yo pudiera mover, para hacer tres cambios en mi

(casa/trabajo/recreación) yo cambiaría) _____

_____

Durante el tiempo que yo he estado relacionado en grupos de la escuela yo _____

_____

La conducta que yo cambiaría sería _____

_____

Un valor que yo *nunca* cambiaría sería _____

_____

FOR OBJECTIVE #1: Parents will demonstrate they value leadership skills by applying them in school and conference situations.

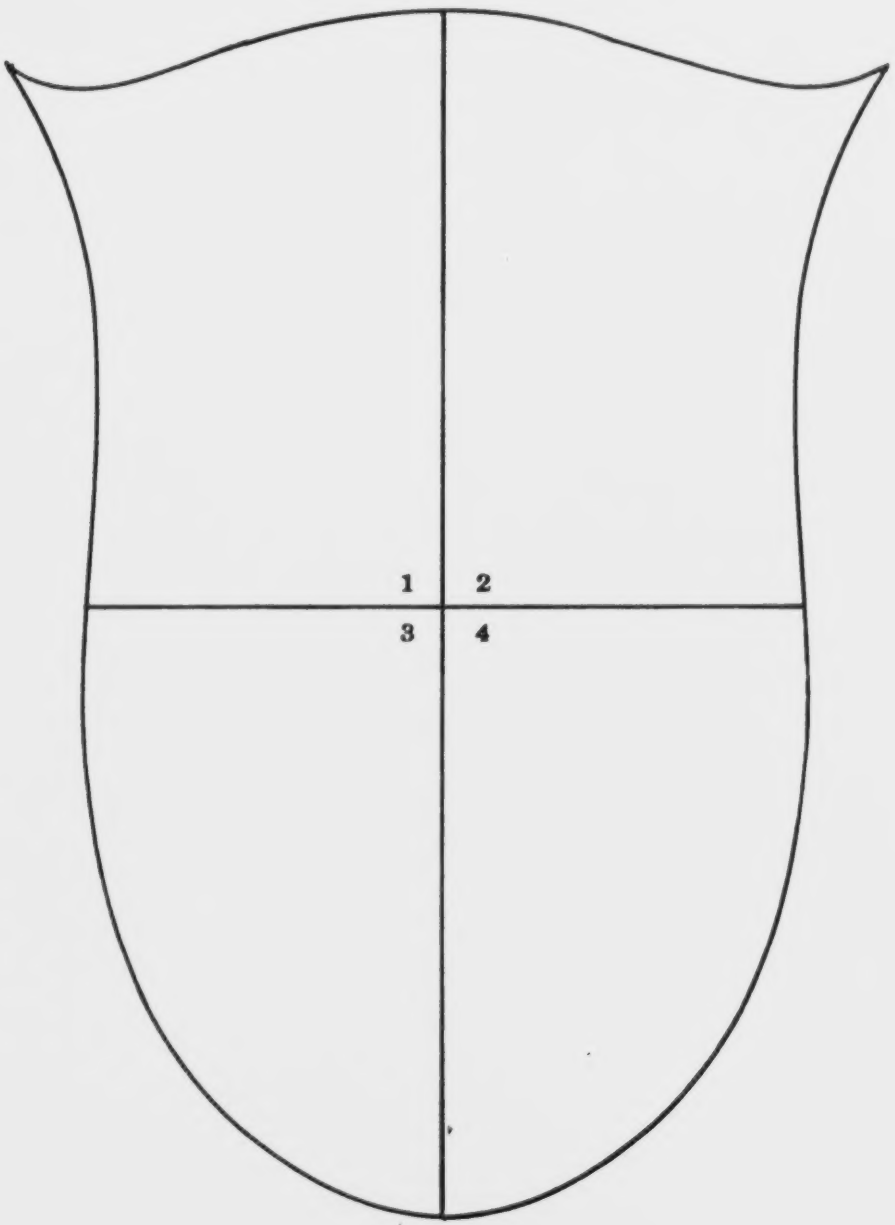
COAT OF ARMS

ACTIVITY #2

This is a values clarification exercise.
Please write one word or draw a symbol in each area of the coat of arms of:

1. **Your greatest personal achievement.**
2. **Something you wish for your children.**
3. **Something you are trying to become.**
4. **What you would do if you knew you would be successful at it.**

Then share your answers with your triad.



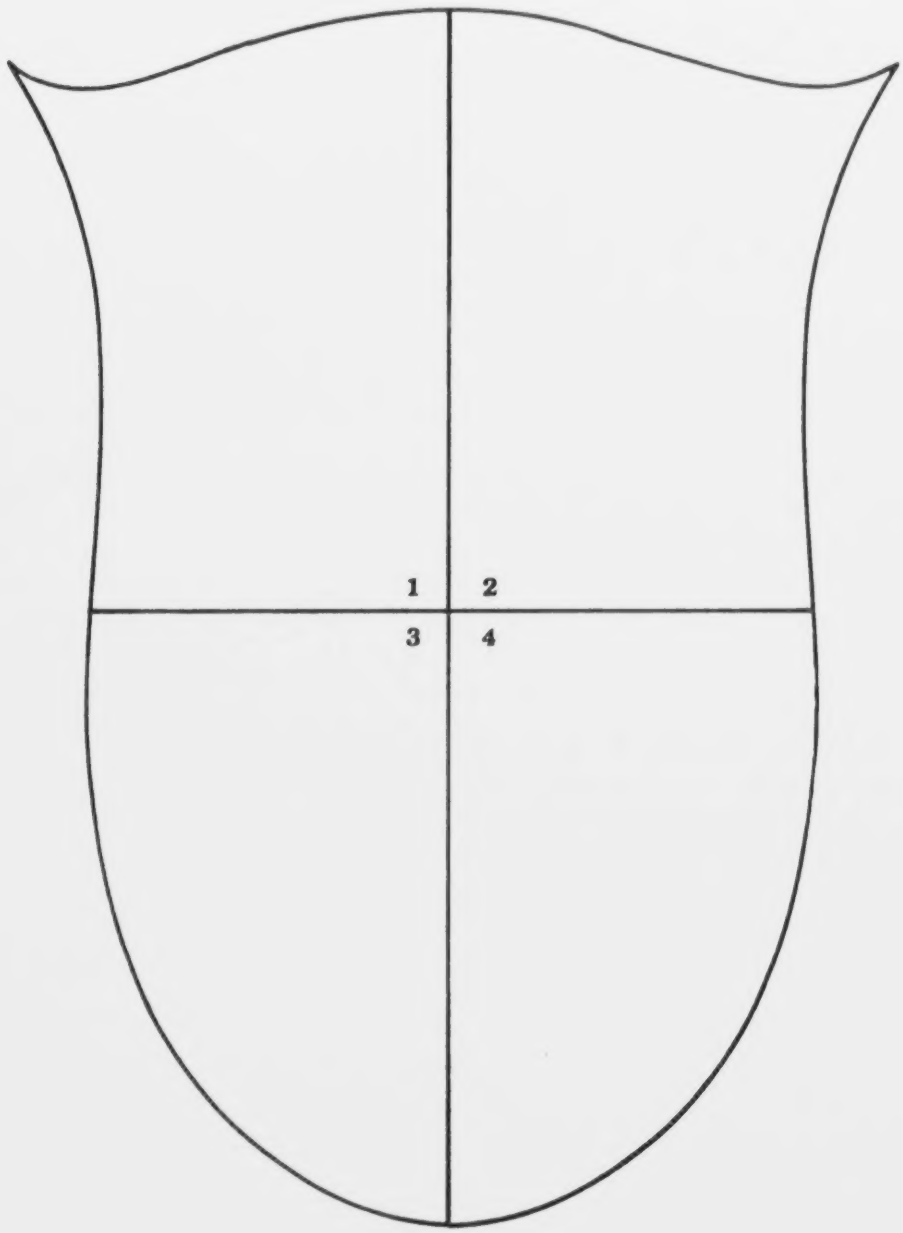
PARA OBJECTIVO#1:Los padres demonstraran sus habilidades de liderazgo usandolas en las escuelas y conferencias.

ESCUDO DE ARMAS

Este es un ejercicio en descrubrimiento de valores.
Por favor escriba una palabra o dibuje un símbolo en cada una de las areas del escudo de armas:

1. Tu mayor logro personal.
2. Algo que tu deseas para tus hijos.
3. Algo que tu estas tratando de ser.
4. Que tu harias si supieras que tendrías éxito en esto.

Comparta su respuesta con su grupo.



POSTTEST OF AFFECTIVE DOMAIN

FOR OBJECTIVE #1: Parents will demonstrate they value leadership skills by applying them in school and conference situations.

At the end of the workshop, participants will be given the opportunity to volunteer for various committee positions for the State Migrant Education Parent Conference, set for March. Their willingness to participate as leaders of various committees will indicate their degree of commitment and value, and whether the objective was reached.

They will also be able to choose to be members of committees (less leadership) for the State Migrant Education Parent Conference. To the extent that a participant chooses this or does not participate at all, the objective will not have been achieved.

The posttest will involve observation visits to the participants' district Parent Advisory Committee. Use the attached observation sheet for follow-up.

CRITERIA FOR ORGANIZING THE CURRICULUM

OBJECTIVE #1: Parents will demonstrate they value leadership skills by applying them in school and conference situations.

The continuity criteria is met by repeating different media input on leadership skills. Sequence has been planned to go from making a choice between one workshop and another which involves very little commitment, to giving up part of a lunch hour to see a film on leadership. This will require a higher level of commitment than the first activity.

Integration of the learning will be observed in the near future as the students go back to their districts and assume leadership positions and continue to become more actively involved. Their consistent behavior and choice to seek out and become involved in other organizations (community, political or school) will indicate level of acceptance or preference for this value.

OBJECTIVE #2: Parents will apply their knowledge of skills for conducting a meeting.

The continuity criteria has been met by repeating the elements in parliamentary procedure in a handout (in writing), demonstration (orally by facilitator), participation (taking turns) at doing one part of task, and doing the whole meeting.

Sequence has been established by asking students to apply in small increments, what began with low risk passive participation (observing) to high risk volunteering for an actual position on a State Conference Committee as chairperson.

Integration of the learning will be evident by:

(1) a greater ease in speaking in front of groups,
(2) a greater willingness to participate and become involved in their respective district's activities,
(3) a readiness for active participation in State Migrant Education Parent Conference activities.

PRETEST OF COGNITIVE DOMAIN

OBJECTIVE #2: Parents will apply their knowledge of skills for conducting a meeting.

Please indicate with a check how much you know about the following:

	No Knowledge	Some Knowledge	A Lot of Knowledge
1. How to approve the minutes			
2. How to open a meeting			
3. Parliamentary procedure			
4. How to adjourn a meeting			
5. How to make a motion			
6. How to conduct a meeting			
7. How to ask for a reading of the minutes or treasurer report			
8. What is old and new business			
9. What a quorum is			
10. How to run an election of officers			

OBJETIVO #2: Los padres aplicaran su conocimiento de las habilidades para conducir una reunión.
Por favor indique con una marca que conocimiento tiene usted acerca de lo siguiente:

	Ningún Conocimiento	Algo de Conocimiento	Bastante Conocimiento
1. Cómo aprobar las minutas			
2. Cómo iniciar una reunión			
3. Procedimiento parlamentario			
4. Cómo finalizar una reunión			
5. Cómo hacer una moción			
6. Cómo conducir una reunión			
7. Cómo preguntar por la lectura de las minutas o el reporte del Tesorero			
8. Qué son asuntos anteriores y asuntos nuevos			
9. Qué es el "Quorum"			
10. Cómo conducir una elección de oficiales			

ACTIVITY #3

Cognitive Domain, Level Three, Application.

Directions: Three areas of the room will be set up. The first area will be where this activity takes place. A pretest will be given at this time. This will take about a half hour with explanation included. After the pretest, each parent will be given a handout with parliamentary procedure explained in detail. The students will be asked to read the handout silently. The facilitator will then read the handout orally. At the end of this second reading, the facilitator will ask the parents if there are any questions. The questions regarding different points of procedure will be answered. Should the parents not come up with any, the facilitator will assign individuals to try to do one of the steps in the handout for the rest of the group. This should take about one half hour. The parents will then move to the second center.

ACTIVITY #4

This area of the room will be set up theater style with a podium in the front. When the parents have all been seated, one of my facilitators will go through the motions (acting) of conducting an entire meeting using the same outline in the handout. She will open the meeting, another facilitator in the audience will make motions, another will second them, old and new business motions will be entertained with dummy information, and the meeting adjourned. This will take about a half hour.

At the end of the activity, she will have parents draw slips with portion of meeting written on them, and take turns doing one part of the meeting (i.e., opening, motion) while the others watch. After every parent has acted out each part (one hour), the facilitator will ask if anyone wants to volunteer to do the whole meeting.

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POSTTEST OF COGNITIVE DOMAIN

Observation Sheet

Parents will be assigned as president of a mock PAC and take turns conducting an entire meeting. The extent to which they perform this task will demonstrate to me how well they are able to apply what they have learned in this workshop and whether they have achieved the objective.

Name	Activity	Parliamentary Procedure	Public Speaking	Problem Solving	Self-Confidence

SUMMARY GRID OF OBJECTIVES

Domain	Communication Skills	Goal Setting	Problem Solving	Conducting Meetings	Parent Involvement
COGNITIVE					
Knowledge					
Comprehension					
Application	X			X	X
Analysis	X		X		X
AFFECTIVE					
Receiving					
Responding					
Valuing	X	X	X	X	X
Characterizing					

ROBERT'S RULES OF ORDER

QUORUM

The minimum number of persons that must be present for business to be legally transacted in a PAC is not less than 51 percent of the different representatives of the participant districts. (Ex. Meeting with a total of 13 participant districts, at least 7 districts must have their representatives present to have a quorum.)

PATTERN OF FORMALITY

Members address the presiding officer as "Mr. President" or "Madam President," not by name.

The President does not use the personal pronoun"I." He or she says "The chair. . . .

CALL TO ORDER

The presiding officer calls: "The meeting will come to order."

ORDER OF BUSINESS

1. Reading and approval of minutes
2. Reports by officers and standing committees (permanent)
3. Reports of special committees (ad hoc committees appointed only until they complete a specific task)
4. Unfinished (old) business
5. New business

MOTIONS

A motion is a formal proposal by a member in a meeting that the assembly take certain action obtaining and assigning the floor. Before a member can make a motion or speak in debate (the parliamentary name given to any form of discussion on the merits of a motion), he or she must obtain the floor, that is, be recognized by the chair as having the exclusive right to be heard at that time. "The chair recognizes Mr. . . . ."

HANDLING A MOTION

1. Member makes a motion:
   "I move that . . . ."
2. Another member seconds the motion.
3. The chair states the question: "It is moved and seconded that . . . ."
   "Are you ready for the question?"
   (Vote) The vote can be by a show of hands: "All in favor say aye."
   Until the chair states the question, the maker of the motion can modify or withdraw it entirely.
4. The chair announces results of the vote.

ADJOURNMENT

"I move that the meeting be adjourned."

The motion is seconded. "All in favor say aye." If the vote is in favor of adjourning, the chair says, "The meeting is adjourned."

PROCEDIMIENTOS PARLAMENTARIOS REGION X

QUORUM -

La mínima asistencia que debe tener un Comité Consejero de Padres de Familia, para que un asunto sea legalmente tratado, es de por lo menos el 51 porciento de los diferentes representantes de los distritos participantes. (Ej. Comité con un total de 13 distritos participantes, por lo menos 7 distritos deben tener presentes su representación, para que exista quorum.)

PATRON DE FORMALIDAD -

Para dirigirse al Presidente o Presidenta "Señor Presidente o Señora Presidenta," no por el nombre de la persona. El Presidente no utiliza el pronombre personal "Yo." El o ella dice: "La Presidencia. . . ."

APERTURA DE LA REUNION -

El Oficial dirigente anuncia: "Se abre la sesión."

ORDEN DE LOS ASUNTOS -

1. Lectura y aprobación de las minutas
2. Reporte de los Oficiales y Comites establecidos (permanentes)
3. Reportes de los Comites especiales, establecidos solamente hasta que ellos completen su específica tarea (temporales)
4. Asuntos no terminados (anteriores)
5. Asuntos nuevos

MOCIONES -

Una moción es la proposición formal, conducida por un miembro en la reunión, que la asamblea tome cierta acción, obteniendo y asignando a los presentes: Antes de que el miembro pueda hacer una moción a hablar en debate (nombre parlamentario dado a cualquier forma de discusión que sea merecedora de una moción), él o ella debe obtener la atención de los presentes, que es reconocido por la Presidencia, como teniendo el exclusivo derecho de ser escuchado en ese momento.

TRATANDO UNA MOCION -

1. Miembro hace una moción: "Yo sugiero que . . ."
2. Otro miembro apoya la moción.
3. La Presidencia expone la pregunta "Ha sido propuesto y apoyado que . . . Estan ustedes preparados para la pregunta?"
   (Voto) El voto puede ser oral, levantando las manos. "Todos en favor dicen "SI."
   Hasta que la Presidencia no exponga la pregunta la persona que hizo la moción, puede modificarla o anularla.
4. La Presidencia anuncia el resultado de la votación.

FIN DE LA REUNION -

"Yo propongo, que la reunión sea finalizada."
"La moción es apoyada. Todos los miembros que la apoyan dicen "SI."
La reunión queda finalizada.